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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Puoro, Kaupae 1, 2019

91094 Te whakaatu māramatanga ki ngā tikanga ka whakamahia i ngā titonga tōpū i te puoro

2.00 i te ahiahi o te Rāpare, te 21 o Whiringa-ā-rangi 2019
Ngā whiwhinga: E whā

Paetae	Kaiaka	Kairangi
Te whakaatu māramatanga ki ngā tikanga ka whakamahia i ngā titonga tōpū i te puoro.	Te whakaatu i te hōhonu o te māramatanga ki ngā tikanga ka whakamahia i ngā titonga tōpū i te puoro.	Te whakaatu i te matatau ki ngā tikanga ka whakamahia i ngā titonga tōpū i te puoro.

Tirohia mēnā e rite ana te Tau Ākonga ā-Motu (NSN) kei runga i tō puka whakauru ki te tau kei runga i tēnei whārangi.

Me whakamātau koe i ngā tūmahi KATOĀ i roto i tēnei pukapuka.

Mēnā ka hiahia whārangi atu anō mō ō tuhinga, whakamahia te wāhi wātea kei muri o tēnei pukapuka.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–19 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

HOATU TE PUKAPUKA NEI KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

TE WEHENGĀ A: HE TIRA PŪTĒTERE/PŪTOHE/PAHŪ

TE WĀHANGA TUATAHI

Danny Elfman, "The Simpsons" Te kaupapa (te whakatakotoranga), ngā tapa 1–10

Pūtahoro
(tangi konohete)



Rehu Kōkō Tōiri
(tangi konohete)



Rehu Kōkō
Pekerangi
(tangi konohete)



Pūhoru



Pūtātara poro
(tangi konohete)



Pū Iere
(tangi konohete)



Panguru
(tangi konohete)



Pahū Rino



Pakakau
Konumohe



(a) Te tere, te manawataki me te tohumita

- (i) Whakaahuatia, ki te reo Māori, te tere kua whakaritea i te Wehenga Tuatahi, ā, tuhia HOKI tētahi tohu inetaki (ki ngā taki i te meneti).

- (ii) He aha te tohumita o te wāhanga? Tautuhia te maha o ngā taki i ia tapa, te momo hoki o aua taki.

- (iii) Matapakitia te āhua o te panonitanga o te puoro i ngā tapa 1–4 ki te 5–7.

(b) Ngā ahunga whakatangi

Tātarihia, me te whai taipitopito anō, te āhua o tā te kaiwhakatangi pakakau konumohe whakatangi mai i te puoro i ngā tapa 1–10 i te Wāhanga Tuatahi. Kōrerohia ngā ahunga whakatangi e whāiti ana, me ngā tau tapa i tō tuhinga.

SECTION A: BRASS/WIND/PERCUSSION ENSEMBLE**EXTRACT ONE***Danny Elfman, "The Simpsons" Theme (arrangement), bars 1–10*

Clarinet
(concert pitch)

Soprano
Saxophone
(concert pitch)

Alto
Saxophone
(concert pitch)

Bassoon


Cornet
(concert pitch)

Tenor Horn
(concert pitch)

Bass
(concert pitch)

Timpani

Vibraphone

The image shows the left side of a musical score for a brass/wind/percussion ensemble. It features nine staves, each with a clef and a key signature of one flat. The instruments listed are: Clarinet (concert pitch) on a treble clef staff; Soprano Saxophone (concert pitch) on a treble clef staff; Alto Saxophone (concert pitch) on a treble clef staff; Bassoon on a bass clef staff; Cornet (concert pitch) on a treble clef staff; Tenor Horn (concert pitch) on a treble clef staff; Bass (concert pitch) on a bass clef staff; Timpani on a bass clef staff; and Vibraphone on a treble clef staff. The right side of the page is a large grey rectangle, indicating that the musical notation for these instruments is not visible in this extract.

(a) Tempo, rhythm and metre

- (i) Describe the given tempo of Extract One in English AND give a suitable metronome marking (in beats per minute).

- (ii) What is the metre (time signature) of the piece? Identify how many beats there are in each bar, and what type of beats they are.

- (iii) Discuss how the feel of the music changes from bars 1–4 to 5–7.

(b) Performance directions

Analyse in detail how the vibraphone player will perform the music in bars 1–10 of Extract One. Refer to specific performance directions and bar numbers in your answer.

(c) **Te whakahāngaitanga**

Whakahāngaitia te wāhanga ki te piana i te Wāhanga Tuarua kia whakatangihia ai te puoro e tētahi takiwhā whakatangi autangi. Whakaurua katoatia ngā tohu whakatangi.

TE WĀHANGA TUARUA

“The Simpsons” Te kaupapa, ngā tapa 44–47

44

Piana

Tōiri 1

Tōiri 2

Tiora

Tiero

(d) **Ngā āputa**

- (i) Tautuhia ngā āputa katoa kua tohua ki te (1)–(3) i ngā wāhanga ki te rehu kōkō pekerangi me te pūhoru kei ngā tapa 26–28 i te Wāhanga Tuatoru. Tuhia te kounga me te maha o ia āputa (hei tauira “ono matua”).

(1) _____

(2) _____

(3) _____

- (ii) I te wāhanga ki te rehu kōkō pekerangi i te tapa 30, e ngaro ana te oro tuatahi o te āputa (4).

Tuhia te oro ngaro hei takitahi tongi, kia toru rikiriki te teitei ake i te oro ka whai ake.

30

Rehu Kōkō
Pekerangi

(4)

(c) Transcription

Transcribe the piano part in Extract Two so that the music could be played by a string quartet. Include all performance markings.

EXTRACT TWO

"The Simpsons" Theme, bars 44–47

44

Piano

Violin 1

Violin 2

Viola

Violoncello

(d) Intervals

- (i) Identify each of the intervals labelled (1)–(3) in the alto saxophone and bassoon parts in bars 26–28 of Extract Three. State both the quality and quantity of each interval (e.g. “major 6th”).

(1) _____

(2) _____

(3) _____

- (ii) In the alto saxophone part in bar 30, the first note of interval (4) is missing.

Notate the missing note as a dotted crotchet, a minor 3rd higher than the note that follows.

30

Alto Saxophone

(4)

TE WĀHANGA TUATORU

“The Simpsons” Te kaupapa, ngā tapa 26–30

MĀ TE
KAIMĀKA
ANAKE

26

Pūtahoro
(tangi konohete)

Rehu Kōkō Tōiri
(tangi konohete)

Rehu Kōkō
Pekerangi
(tangi konohete)

Pūhoru

Pūtātara poro
(tangi konohete)

Pū Iere
(tangi konohete)

Panguru
(tangi konohete)

Pahū Rino

Pakakau
Konumohe

(e) Te apa

Tautuhia te apa i ngā tapa e whai ake nei i te Wāhanga Tuatoru. Tuhia he taunakitanga mai i te titonga tōpū hei tautoko i tō tuhinga, tae atu ki ngā taonga puoro e whai wāhi matua ana ki te hanganga o te apa.

Ngā tapa 26–28

Ngā tapa 29–30

EXTRACT THREE

"The Simpsons" Theme, bars 26–30

ASSESSOR'S
USE ONLY

26

Clarinet
(concert pitch)

Soprano
Saxophone
(concert pitch)

Alto
Saxophone
(concert pitch)

Bassoon

Cornet
(concert pitch)

Tenor Horn
(concert pitch)

Bass
(concert pitch)

Timpani

Vibraphone

(e) Texture

Identify the texture in the following bars of Extract Three. Give evidence from the score to support your answer, including which instruments are playing important roles in creating the texture.

Bars 26–28

Bars 29–30

TE WEHENGĀ B: TE RAUPEPA O TE REO HĪ

MĀ TE
KAIMĀKA
ANAKE

TE WĀHANGA TUAWHĀ

Tiki Taane, "Always On My Mind" (te whakatakotoranga)

Wai

Reo



6



11



14



17



20



23



25



29



(f) Te tautuhi me te tātari tangiata

- (i) Tirohia te raupapa tangiata i ngā tapa 1–4 i te Wāhanga Tuawhā.

I ngā pouaka kei raro i te tārawa, tātarihia ngā tangiata mā te tuhi tau Rōmana.
(Ko te E rikiriki te paeoro, ā, e rua ngā tangiata kua takoto māu.)


- (ii) Tuhia ngā tangiata i te Wāhanga Tuarima kia whakatangihia ai e tētahi kaiwhakatangi papa patooro. Tuhia ia tangiata hei takiwhā, ki te pūtake tangiata.

TE WĀHANGA TUARIMA


“Always On My Mind”, ngā tapa 17–20

17

Reo



Papa patooro


(g) Te rangi

Tirohia te rangi o te kitā i te tapa 1 me te 2 i te Wāhanga Tuawhā.

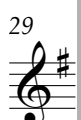
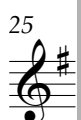
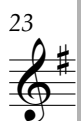
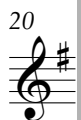
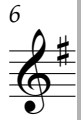
He aha te ingoa o te nuka tito kua whakamahia? Tuhia he taunakitanga mai i te titonga tōpū hei tautoko i tō tuhinga.

Te nuka tito: _____

(h) Te rangaranga/hanganga

Tirohia te whakatakotoranga o “Always On My Mind” hei titonga oti.

Tātarihia te rangaranga o te waiata i tōna whakatangihanga, i te tīmatanga ki te mutunga. I tō tuhinga, kōrerohia ngā tau tapa, ā, whakaingoatia ngā wehenga o te waiata (hei taurira, “whiti”, “whiti auau”).

SECTION B: VOCAL LEAD SHEETASSESSOR'S
USE ONLY**EXTRACT FOUR***Tiki Taane, "Always On My Mind" (arrangement)*

(f) Chord identification and analysis

- (i) Look at the chord progression in bars 1–4 of Extract Four.

In the boxes below the staff, analyse the chords using Roman numeral notation.
(The key is E minor, and two chords are given for you.)

- (ii) Write out the chords in Extract Five so that they could be played by a keyboardist.
-
- Notate each chord as a semibreve, in root position.

EXTRACT FIVE*“Always On My Mind”, bars 17–20*

17

Voice

Keyboard

(g) Melody

Look at the guitar melody in bars 1 and 2 of Extract Four.

What is the name of the compositional device that has been used? Give evidence from the score to support your answer.

Compositional device: _____

(h) Structure/form

Look at the arrangement of “Always On My Mind” as a whole piece.

Analyse the structure of the song as it would be played, from start to finish. In your answer, refer to bar numbers and name the sections of the song (e.g. “verse”, “chorus”).

(i) **Te whakawhitinga**

Whakawhitihia te rangi ā-reo i te Wāhanga Tuaono kia tuarua matua te pikinga ake, e whakatangihia ai e te pūtātara. Whakaurua hoki tētahi paeoro tika, me ngā tohu tangiata.

TE WĀHANGA TUAONO

"Always On My Mind", ngā tapa 22–24

22

Reo



Pūtātara
kei te B♭



(i) **Transposition**

Transpose the vocal melody in Extract Six up a major 2nd so it could be played by a trumpet. Include an appropriate key signature, as well as the chord indications.


ASSESSOR'S
USE ONLY

EXTRACT SIX

"Always On My Mind", bars 22–24

22

Voice



Trumpet
in B \flat

He mihi

He mea whakahāngai ngā tuhinga mai i ēnei mātāpuna e whai ake nei hei whakamahinga ki tēnei whakamātautau:

Ngā Wāhanga Tuatahi, Tuarua me te Tuatoru

Danny Elfman (arr. Rob Bushnell), "*The Simpsons*" Theme, he mea kite i <https://www.sheetmusicplus.com/title/theme-from-the-simpsons-danny-elfman-brass-band-digital-sheet-music/20724110>

Te Wāhanga Tuawhā

Tiki Taane, "Always On My Mind", he mea whakawhiti ā-tuhituhi i <https://youtu.be/3euc9pmst4M>

Acknowledgements

Material from the following sources has been adapted for use in this examination:

Extracts One, Two and Three

Danny Elfman (arr. Rob Bushnell), "*The Simpsons*" Theme, found on <https://www.sheetmusicplus.com/title/theme-from-the-simpsons-danny-elfman-brass-band-digital-sheet-music/20724110>

Extract Four

Tiki Taane, "Always On My Mind", transcribed from <https://youtu.be/3euc9pmst4M>

English translation of the wording on the front cover

Level 1 Music, 2019

91094 Demonstrate knowledge of conventions used in music scores

2.00 p.m. Thursday 21 November 2019
Credits: Four

91094

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate knowledge of conventions used in music scores.	Demonstrate in-depth knowledge of conventions used in music scores.	Demonstrate comprehensive knowledge of conventions used in music scores.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL of the tasks in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–19 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.